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ABSTRACT

These guidelines to planning a drug abuse education workshop for teachers were developed in the course of a one year project. The booklet begins with brief concepts of philosophies of drug abuse education. The second part of the booklet is concerned with objectives of inservice training for drug abuse education. A discussion of an orientation program designed to elicit support for inservice training on drug abuse follows as part three. Part Four is concerned with the planning and conducting of an inservice workshop on drug abuse. Included in this section are: (1) scheduling and timing; (2) workshop locations; (3) inservice training director; (4) inservice training participants; (5) program content; (6) selection of workshop speakers, program leaders, and consultants; (7) arrangements with workshop speakers, program leaders, and consultants; (8) group process activities; (9) field trips; (10) drug education films; (11) reading materials; and (12) housekeeping details. Part Five provides workshop programs of varying lengths. Topics are briefly listed. The booklet concludes with a selected bibliography of materials on background information and ideas. (KJ)

how to plan a drug abuse education workshop for teachers

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National Clearinghouse for Mental Health Information
NATIONAL INSTITUTE OF MENTAL HEALTH

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how to plan a drug abuse education workshop for teachers

National Institute of Mental Health
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This publication was compiled from information and materials drawn from experiences of Sanford J. Feinglass, Ph. D., program coordinator, and other educators participating in a drug abuse education project conducted 1968–69. The project wa sponsored by the National Institute of Mental Health of the Public Health Service of the U.S. Department of Health, Education, and Welfare under contract No. PH–43–68–1471 and conducted by American Association for Health, Physical Education, and Recreation and the National Science Teachers Association, Departments of the National Education Association. Marvin R. Levy, Ed. D., was project director.

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INTRODUCTION

How to teach primary and secondary students about the dangers of drug use and abuse is a problem plaguing educators. Most realize that the simple expedient of reaching for an all-purpose speaker, film, or pamphlet is not the answer. Programs and techniques capable of effectively influencing young people must be attuned to the complexities and anomalies that characterize today's youth scene.

Increasingly, schools and school districts are feeling the necessity of conducting inservice workshops or conferences for teachers on drug education. In response to requests for help in conducting such workshops, these guidelines were prepared. They were developed in the course of a 1-year project financed by the National Institute of Mental Health and conducted by two affiliates of the National Education Association—the American Association for Health, Physical Education, and Recreation and the National Science Teachers Association. NIMH, within the U.S. Department of Health, Education, and Welfare, is the principal Federal agency responsible for drug abuse research.

At the project's start, 19 educators from across the Nation attended a 2-week workshop for study of pilot inservice programs, classroom activities, and drug educational materials. Subsequently, inservice conferences and workshops were held in Massachusetts, New York, Maryland, Kentucky, Florida, Indiana, Colorado, California, and Michigan and at the 1969 national meetings of AAHPER and NSTA. These guidelines represent a synthesis of experiences gained from these meetings.

Approaches to drug education must be as varied as the numerous and diverse causes that motivate varying types of students to turn to drugs. Some of the common motivations are: peer pressure or influence; status search; rebellion against parents; revolt against the world and its institutions; boredom; curiosity; dislike of schools or teachers; myths about drugs.

Drug education may be taught in connection with health education, social studies, history or other disciplines

or several of them simultaneously. Starting in elementary grades, with focus on prevention, is advisable. Above the primary level, programs aimed at intervention may be required. At all grades, a factual, nonmoralizing presentation is essential.

The element of overriding importance in drug education is the teacher. His role is not merely that of a conduit of knowledge. He must, in addition, personify an active force in molding student actions and beliefs. Honesty and integrity that will gain student respect, ability to recognize and respond to student problems and needs, and to show care and concern—these are the prerequisites for a successful mentor in the drug abuse education field.

Directors charged with conducting inservice training to guide teachers in presenting effective drug education have a difficult task. These guidelines will, it is hoped, help the endeavors of workshop directors. However, it is strongly urged that all workshop directors attend an inservice workshop before conducting their own. Experience in and observation of the precepts and suggestions presented in the following pages will make them easier to understand and to apply.

PHILOSOPHIES OF DRUG ABUSE EDUCATION

In planning inservice teacher workshops that have as their objective effective drug abuse education in primary and secondary schools, here are some concepts to be considered:

1 Effective drug education should take into consideration that we live in a drug-using society. People look to drugs to alleviate a host of physiological, psychological and social discomforts, with varying degrees of success. Young people brought up on television have been told that pills reduce anxiety and tension, provide buffers for everyday living, perform other near miracles. There is a relationship between the advertisements of tranquilizers to face daily living, liquor for celebration, and the use of marihuana at a rock concert.

2 Some young people of all income levels adopt the theory that using marihuana is not vastly different from the use of alcohol, tobacco or pills. Educational efforts that do not cover the entire spectrum of drugs, including tobacco and alcohol, strike students as examples of adult hypocrisy and deafen young ears. On the other hand, good response has been reported to education that gives the facts about drugs, and distinguishes between drug use, misuse, and abuse.

3 Young people, in relation to drugs, can be categorized as (1) those who will not abuse drugs or can easily be prevented from doing so, (2) experimenters, (3) abusers. Just where the emphasis should be in education about drugs depends on the age of the students and the situation in a particular school. Many educators today acknowledge that experimentation is widespread and needs top attention against abuse.

4 Surveys show that motivations for drug abuse among the young are varied and frequently complex. Among them are: peer influence, desire for kicks, escape from feelings of inferiority, relief from routine lives, easing of

pain from adolescent problems. To many young people, the old-time rituals of religion, country, family, and school have lost their appeal—and drugs, astrology, youth subculture, are among the substitutes. Educational emphasis should be on ways of coping with youths' problems rather than on picturing drug users as "depraved" individuals, which has proved to be ineffectual.

5 Untruths, exaggeration, sensationalism, and moralizing kill the effectiveness of drug education. If 20 percent of the students in a classroom of 50 have used a drug, there are at least 10 students carefully measuring the teacher's words against empirical knowledge. At least 30 students will know the 10 as users and be briefed by them. With 40 of the audience of 50 in good position to judge the accuracy of a teacher's statements about a drug he probably never has tried, any discrepancies will be quickly noted and used to breed distrust of the total presentation.

6 Some drug use in school presumably stems from disaffection with the educational process. An interview with one student illustrates this. Asked, "Do many kids go to school stoned?" the student's reply was "yes." The next question was, "Doesn't this impair your efficiency in school?" The answer, "Of course." After that, "Well, why do you do it?" His answer was, "I wouldn't be able to stand school any other way." This student's problems were not drugs per se, but an unfavorable home-school environment.

7 An "all school" program is no way to conduct drug education. The normal rules of school are suspended, all classes stop, students assemble, people are invited from the community, and one or two films—often sensational or lurid and more likely to breed drug use than to suppress it—are shown. This "why it's dangerous to use drugs" approach is likely to make many teenagers feel that if they haven't tried drugs they're missing something.

8 Young people delight in pointing out the inconsistencies and hypocrisies in drug legislation and enforcement, and

while they should be informed of the penalties of drug possession and use, nothing is to be gained from trying to defend the inconsistencies of drug legislation. The fact that court records can jeopardize careers in teaching, medicine, law and government may have some effect on college students. However, with most youths threats make no impression. They argue that the adult community commits legal transgressions, why shouldn't we?

9 In distinguishing between drug use and abuse, a useful definition for educators is that abuse occurs when a drug is used in such a manner as to interfere with community-accepted standards of economic, social, psychological, or physical well-being. It is important to recognize that many substances have abuse potential—glue, aspirin, salt, sugar, etc.

10 The basic deterrents to drug use are evidently not directly connected with drugs. Among these are: Interest and participation in school programs; alternatives to drug use offered in the home and community; areawide to nationwide actions on issues in which youth are concerned. Youth's need to be involved in the current scene starting at the primary school level must be recognized by educators. They can cite evidence that drug abuse can be highly detrimental to the individual as well as destructive to the public welfare and advancement. If in addition drug education moves toward encouraging communication between young people and adults, it can accomplish more.

OBJECTIVES OF INSERVICE TRAINING FOR DRUG ABUSE EDUCATION

Before plans are made for inservice training programs, it is wise first to determine objectives which in turn will help

determine program content. Depending on the audience, and the community, these will differ. Here are some guidelines for selecting objectives.

A Objectives for school administrators (those who cannot attend may also profit if given reports by educators who do attend):

1 Transmittal of general information about drug problems in the Nation, locality, community, school.

2 Briefings on National, State and local laws, and other legal aspects.

3 Provision of information with discussion of programs in other school districts to combat drug abuse.

4 Development or promotion of programs to combat local drug abuse.

5 Gaining support for school/district drug abuse programs.

B Objectives for teachers enrolled in inservice training (no conference or workshop could do all of the following; choices must be made):

1 Changes in teachers' knowledge, insights, attitudes, skills:

a Increased knowledge on drugs—pharmacological, psychosocial, or legal—or all three.

b Ability to discriminate between fact and fiction regarding drugs.

c Ability to recognize personality problems related to drug abuse.

d Ability to evaluate written and audiovisual materials about drugs.

e Development of increased skill in encouraging wise decisionmaking by students.

f Increased awareness of the nature of the youthful subculture and an accumulation of subconscious knowledge to assist in verbal and nonverbal communication skills.

g A valid aspect of inservice training would be to encourage teachers to evaluate their own com-

petence as drug educators, and to decide whether, because of their personal convictions, they might do a greater service to students by not assuming the role of drug mentor.

2 Changes in teachers' relationships with their students:

a Development of more sympathetic attitudes towards youth, with increased understanding of the stresses and problems they face, and increased ability to propose rewarding alternatives to drug use.

b Development of ability to show caring and concern for students who feel deprived of parental or other love.

c Ability to convey drug information to students—pharmacological, psychosocial, legal—or all three.

d Increased ability to communicate with students and to develop communicative skills.

e Ability to contribute to students' sense of personal worth and integrity.

f Development of students' decisionmaking abilities.

g Strengthening student skills in evaluating such influences as commercial ads, news reports, novels, dramas.

h Development of student sensitivity to the feelings of others.

C Objectives of inservice training in terms of parent and community relations:

1 To increase public and parental awareness of the nature and scope of drug abuse in the local community.

2 To increase public and parental understanding of the tangible as well as intangible factors that contribute to drug abuse by youth.

3 To help teachers work with parents of drug abusers.

4 To demonstrate by the conduct of inservice training the serious concern of the school in drug education for youth, and the need for parental and community cooperation.

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ORIENTATION PROGRAM

Inservice training is often preceded by an orientation program to enlist school or school district support for such training. The orientation program may take several forms.

1 *Length and timing*

Orientation sessions for the faculty of a school or school district can range from 1-hour after-school programs to an all-day program or two afternoon sessions of 2 or 3 hours each, preferably on consecutive days.

Orientation programs for parents and the general community, in addition to the school or school district personnel, would consist of one or more 1-to-2-hour sessions and focus on general presentation of the drug abuse dilemma rather than on the contents of a specific inservice training program.

2 *The director*

The orientation program director is usually the same person who serves as inservice training director. He (or she) should have supervisory status to get the necessary attention and cooperation, working knowledge of the drug field and its literature, and the ability to locate and enlist experts as program leaders and consultants.

3 *The invitees*

Faculty including counselors and nurses, school board members, administrators, supervisors, and PTA officers might be invited. For a community orientation program, efforts should be made to have not only parents but community leaders such as the mayor, legislators, judges, police officers, and physicians attend.

It is recommended that students be included in the audiences of orientation programs. Preferably, known or suspected drug users as well as nonusers should be represented. Their attendance will add to the credibility and validity of the programs and their critiques, if truthful, can provide valuable guidance for future activities.

4 *Program content*

The content of an orientation program will depend upon the objectives, the time allotted, the availability of speakers, the possibility of including audience-participation activities, and other locally varying circumstances. Usually, orientation programs attempt to give a general briefing on the local drug problem and a preview of the forthcoming inservice training program. If the inservice training is to include group process experiences, explanation or demonstration of these exercises is suggested.

5 *Orientation speakers, discussion leaders, consultants*

Speakers and discussion leaders for orientation sessions are in reach of most schools. In the following section, under "Selection of Inservice Speakers, Discussion Leaders, Consultants" there is a comprehensive list of sources from which orientation speakers can be selected.

Invited guests are most likely to attend orientation programs if the speakers and the organizations they represent are known and respected in the community.

PLANNING AND CONDUCTING AN INSERVICE TRAINING WORKSHOP OR CONFERENCE

1 *Scheduling and timing*

Inservice training can be scheduled in either continuous or interrupted programs. *Continuous programing*, which is the preferred, occupies a full weekend, week or longer span of uninterrupted time. Probably the most practical is a 2-to-7 day intensive workshop or conference for teachers from one school or one district. Summer is an excellent time to hold such a workshop if the teachers to be reached can allocate the time.

An *interrupted program* consists of a series of interspersed meetings, each from one to eight or so hours long. Some

possibilities are: alternate Saturdays, certain days or evenings of consecutive weeks.

Continuous Workshops

Advantages of continuous workshops are:

The concentrated approach facilitates producing attitudinal changes in teachers regarding their students and their relationships with them. The reason: attitudes are most readily changed in connection with strong emotions, which are usually experienced only in sessions longer than those possible in interrupted programing.

Continuous programs isolate participants from extraneous matters, permit uninterrupted attention.

Relationships and comparisons between speakers and other program events are more clearly seen in continuous programing than when time lapses between events.

Interaction between participants is facilitated, particularly if all are housed in one location.

Continuous programing permits more flexibility in length and size of sessions and in introducing innovative and experimental techniques.

Time can be utilized more efficiently since the initial physical and psychological adjustments need take place only once, and the atmosphere is more likely to be friendly, informal, comfortable, and conducive to learning.

Communication and sharing of experiences between participants are easier.

Disadvantages of continuous workshops are that only a comparatively small number can usually be accommodated and in view of time pressures, difficulties in obtaining teacher substitutes, and financial problems, it is difficult to find one time span convenient even to a small number of teachers.

Interrupted Programing

Advantages of interrupted programs are:

They are less expensive.

They are easier to program, as free time such as weekends, holidays and faculty days can be utilized.

Such programing permits homework or reading assignments.

Participants may keep their professional obligations with the least interruption of time and necessity of providing substitutes. A wider range of participants is thus attracted.

Participants may select those sessions they wish to attend, if professional commitments preclude continuous attendance.

Interrupted programing is more likely to attract school or district administrators and others who can attend individual but not prolonged programs.

It is easier to schedule outside experts since they are given a wider choice of dates.

Disadvantages of interrupted programs are:

Field trips are difficult to fit in.

It is difficult to present some kinds of programs as, for example, those that must be scheduled in connection with others to give balance.

Changes in attitudes or emotions are difficult to achieve in interrupted programing.

Some general suggestions on timing of inservice training:

As much advance notice as possible should be given to potential participants. For a continuous program, several months would not be too far in advance.

Most program directors avoid scheduling programs during examination and registration periods and on holidays and days of such events as elections and important sports or school events. However, for some purposes and participants, programing on such days may be suitable. It is often well to consult the convention schedules of organizations to which workshop participants belong in order to avoid conflicts; although here, too, inservice training may sometimes be scheduled in connection with conventions and may utilize some of the same speakers and program leaders.

For continuous programs, accommodations may be more

available and lower-priced at certain times of the year.

2 *Workshop locations*

One- or two-hour programs can be held in temporarily vacant facilities such as schoolrooms, auditoriums, government facilities, or churches. For overnight or longer programs, ideally a facility should be sought which is not part of the daily routine of the participants. A motel outside the city, a mental or youth hospital or treatment center, or other facility in which the participants will be isolated from their ordinary surroundings and can devote their undivided attention, provide desirable settings.

3 *The inservice training director*

Attributes helpful to a workshop or conference director include:

a Interest and some knowledge in the drug field, realization that there are complex underlying issues, and desire to deepen and broaden his own perspectives. If a director does not grow in personal understanding through conducting a workshop, it is unlikely that he will add substantially to the growth and knowledge of the participants.

b Wisdom in adolescent problems and psychology. Effective workshops not only transmit information on drugs and drug abuse, but survey the forces within society and the educational system that contribute to drug problems.

c Evaluative ability. A director must be able to evaluate written and audiovisual material to rout out false or biased information.

d Contacts with youth. A workshop director must be able to turn to students to get information on their attitudes, informational levels, life styles. He must be able to consult students freely and frequently—preferably nonusers, suspected users, and school dropouts.

e Respect of teachers. Inservice directors must themselves be able to understand and respond to inservice

trainees in order to help them increase their ability to communicate with students.

f Related knowledge that will be helpful includes general information on runaways, underachievement, protest movements, sexual behavior and general juvenile delinquency.

g The director should possess sufficient authority to get things done, have adequate financing, and be relieved of the majority of other obligations in order to concentrate on the workshop program.

4 *Inservice training participants*

Since inservice formats vary from weekend retreats to auditorium lectures, no one optimum number of participants for all varieties can be set. As a rule, workshops targetted to intensive learning experiences and involving living accommodations for several nights or longer do not have more than 30 participants. A larger number is likely to be too cumbersome and impersonal to effect personal changes. On the other hand, a smaller number reduces opportunities for interaction and intercommunication and increases the cost per participant.

Participants should represent the several disciplines most likely to be involved in drug education—health education, science, social studies, nursing, etc., as well as school administration and counseling. In the interests of facilitating integrated approaches in a school or school district, it is helpful to include teachers in grades from elementary through high school. However, since the education directed to primary and secondary school students will differ, separate sessions or programs may be necessary to cover different material for varying age groups.

Administrators and supervisors should be urged to send their best-qualified personnel. This is easiest done if the inservice workshop sounds important, and has the prestige afforded by well-qualified speakers and program leaders.

Participants should be those considered to have good rapport with students. Not only will they be the most

effective in influencing youth after the training, they will be able to contribute to the workshop the student point of view.

Inservice training for a specific target will, of course, have a specific audience. For example, a preventive program aimed at students who have not begun to experiment with drugs would be primarily directed to elementary grade teachers. Training that has the integration of teaching and referral services as its goal would have a broader focus—joining teachers with school counselors, nurses and psychologists.

Efforts should be made to assure that attendance is motivated by real concern with youth rather than by curiosity, desire for prestige, or similar motives. Open-minded individuals, as opposed to those known to have fixed or hostile positions, would preferably be selected except where inservice training might change an attitude or where an individual is included as a foil demonstrating the disadvantage of inflexibility.

Participants should agree to remain through the entire training period, barring emergencies, and to attend all sessions.

5 *Program content*

The title or theme of an inservice workshop will help determine its framework and should be chosen with more than cursory thought. Such phrases as "Leadership Training for Drug Abuse Education" have specific implications that should be fulfilled. On the other hand, if a title includes the phrase "drug abuse," this should not close the gate to a discussion of drug use.

Within its time limitations, general inservice training should cover as broad a base as possible. Teachers need a good store of knowledge to hold their own with the free-thinking, curious young people most apt to turn to drugs. Ill-prepared teachers may only turn student doubt and distrust of adults into alienation.

If all of the aspects of drug education cannot be covered in a training course, the principal categories can at

least be enumerated to the participants. A respectably complete list would include:

a Brief history of drugs and drug use.

b Pharmacology of drugs including alcohol and tobacco: effects, addictive qualities.

c Psychosocial aspects: personalities predisposed to drugs; society's stake in drugs; characteristics of the drug subculture; value systems; moral implications; true and false notions about drugs; youth alienation and protest; counseling services.

d Legal aspects: local and Federal drug laws; law enforcement; judiciary, parole and probation; possible changes in laws; how to counsel apprehended youngsters.

e Research: latest findings on effects and side-effects of drugs or lack of them; statistics; future prognostications.

f Student views on drugs vs. community views.

g Financial aspects.

h Drugs in religious or mystical experiences.

i Alternatives to turning on with drugs.

In all of the above, alternative viewpoints should receive honest consideration. Diametric "good" and "bad" approaches are not helpful in drug education.

Intelligent and sophisticated students can often give good advice on program content and should be consulted.

Instructional methods used in inservice training will include both the standard techniques of, say, an English literature course and experiential group dynamics methods such as the Amherst approach in which students are given reading material presenting divergent opinions. Under a trained, well-versed teacher, discussion is held analyzing the conflicting opinions and discrepancies. If conclusions cannot be reached, students are assigned to obtain additional data and the process repeated until conclusions are forthcoming. Other experiential exercises are listed in the section on group process activities.

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6 *Selection of workshop speakers, program leaders, consultants*

Within the limitations of budget and time, the director will want to expose inservice trainees to the widest possible range of speakers and other program leaders in terms of disciplines, attitudes and opinions. This does not mean presenting a miscellanea. Every speaker's philosophy or point of view should be known and reflected upon in advance. All speakers and events should contribute to the overall purpose and theme, should be the best choice for the purpose, and should be placed on the program in the order most effective for the total plan and pattern.

Locating qualified resource persons requires considerable time and effort. In most cases it will be by consulting large numbers of people and references and by asking many questions that the right programing decisions will be made. Given for example the alternatives of an anesthesiologist who is chairman of a county medical society and a general practitioner, a workshop director might choose the first—unless he found out by investigation that the practitioner had done clinical research on use of drugs and was sought after by young people as a medical authority and confidant.

Spokesmen should be selected not for the authoritative positions they hold but for the authoritative information they can communicate. What is wanted is not hearsay or opinion based on vested interest or personal bias but a statement of position founded on firsthand experience, research, or observation. Individuals in eminent positions whose rank is due to administrative ability rather than specialized knowledge may not be suitable for such assignments. That is, an executive who is required to be a spokesman for his institution and to reflect favorable light on it may not be as good a choice as his special assistant who is expert in a particular field.

Another precaution to be noted is that a balanced program does not mean a simple yes-and-no format, unless the intention is to use conflict to spark discussion. Little is to be gained from a program consisting of one articulate

person arguing for legalization of marihuana and another arguing against it. An example of a better format would be, assuming no immediate change in the marihuana laws, to examine from various viewpoints the positions of students who hold that marihuana laws are inequitable and therefore should be violated.

Where can one begin to look for program participants? One might start with activities in the community that deal with drug abuse—a halfway house, local research project, or drug clinic. Those in touch with drug users might be queried, such as operators of cafes and meeting places frequented by students as well as disc jockeys, ministers and other adults who relate to youth. Opinions of students—users, nonusers and if possible dropouts, should surely be sought. Educators who have conducted workshops report that their suggestions are often excellent.

Additional sources, and some of the types of individuals to be considered for workshop leadership, include:

a Colleges and universities: departments of pyschology, pharmacology, sociology, anthropology, medical schools, law schools, teachers colleges.

b Mental health units and societies; public health agencies; other health organizations.

c Physicians; psychiatrists.

d Police and law enforcement officers who relate to the community scene.

e Juvenile courts; juvenile detention centers; prison administrators.

f Student leaders of school and church organizations.

g Teachers conducting successful drug programs.

h YMCA, Boy Scout and other youth organization leaders.

i Social welfare organizations; child guidance centers; hospital personnel.

j Press representatives; editors of underground papers.

k Musicians popular with student groups.

l VISTA and Job Corps staffs; the managers of runaway location centers found in some localities.

m Ex-addicts; ex-alcoholics.

A factor to be kept in mind is that drug abuse is a controversial subject and some of the speakers at a workshop on drugs are likely to be controversial too. School or district administrators sponsoring inservice training should be prepared to provide protection and defense for workshop directors in case of complaints about speakers and panelists who may be displeasing to some citizens.

7 *Arrangements with workshop speakers, program leaders, consultants*

In making arrangements with inservice training speakers and program leaders, the director should make clear the purpose and general content of the conference or workshop, the size and makeup of the audience, the topic and scope the speaker is expected to cover, the period of time allotted and, in the case of a panel member, the range to be covered and the names and affiliations of the other panelists. Similarly, the speaker should be asked to confirm his understanding of the arrangements.

Details on which agreement should be reached include:

a Money. It should be clearly stated when a speaker is invited whether he will receive a fee or honorarium, whether travel and other expenses will be reimbursed, and to what extent.

b Travel. It is advisable to know how and when a program leader will arrive. Then, if it develops that planes are canceled, a program change can be made. Speakers should be told whom to contact on arrival or in case of emergency.

c Pre-program discussion. Provision of opportunity for last-minute discussion before programs is advisable. Some inservice directors ask program participants to arrive a half-hour in advance of their programs, others hold joint meetings for a number of program leaders at once.

d Introductions. Program participants must provide biographical data so that they can be accurately introduced. No more than 1 minute should be allowed per introduction. The only data that need be given are the qualifications and competence of the speaker, his affiliations, and perhaps, briefly, the purposes of his presentation. Many conference experts provide written biographies of all speakers, including their addresses and phone numbers, and confine oral introductions to names and affiliations only.

e Questions and answers. Sometimes it is desirable to encourage the audience to interrupt speakers with questions throughout their presentation. This bridges the gulf between speaker and listener, helps listeners become actively involved in the presentation, helps eliminate inattentiveness. Speakers must be warned in advance if this method is to be used. More usually, a period of time is allowed for questions after a presentation. It should be understood by speakers and audience how long the period will be. Speakers and consultants should be instructed not to answer questions outside their sphere of competence: otherwise remarks of a psychologist about pharmacology may, for example, contradict statements made by a pharmacologist at the same meeting.

f Taping-Videotaping. If a program is to be recorded on audio or video tape, clearance should be obtained from the speaker in advance. Some schools and districts have standard release forms. If transcripts or excerpts of a presentation are to be printed for subsequent distribution, permission should be secured for this too and, preferably, a copy sent to the speaker for review. Where many quotations have been used, a bibliography may be advisable. When taping is planned, recording equipment should be checked well in advance.

g Materials for distribution. If samples, printed matter, photos, or other material are to be distributed as part of a presentation, the material should be viewed by

the director in advance. Nothing should be distributed without his knowledge. There should be sufficient quantity for all members of the audience.

h Audio, visual and audiovisual materials. Audiovisual material accompanying a program should be previewed in advance by the director or his delegate, who should play the tapes at the same sound level to be used for the group presentation. Sound distortions may show up at auditorium volumes that are not apparent at low volumes. Only by stressing to speakers the necessity of clearing visual and audiovisual plans in advance can a director be assured that proper equipment, from blackboards or chart stands to projectors and screens, will function smoothly.

i Post-program. Speakers, panelists and consultants should not be left dangling at the conclusion of a program. An assistant should be delegated to help them with departure arrangements.

8 *Group process activities*

Group process and experiential techniques can be included in inservice training to improve participants' communication and awareness skills, increase their understanding and effectiveness in dealing with youth, promote self-understanding, and facilitate nonverbal communication with their students.

Inclusion of such activities in inservice workshops will assist teachers who wish to use the techniques as part of their own classroom instruction, after sufficient practice to learn to do so effectively.

Examples of experiential activities that may be scheduled during inservice training include:

a Communication exercises: Example—speaking precisely as audience listens carefully, followed by a playback of the speech on tape.

b Simulated experiences of acceptance and rejection (see "Breaking In" and "Breaking Out" below).

c Exercises to increase skill in observation.

d Exercises utilizing group resources: See "Joy" by William C. Schutz and "Schools Without Failure" by William Glasser, available from most school libraries.

Inclusion of young people in group experiences is suggested for the insight into youthful reactions that can be gained thereby as well as for the feedback on potential use of the techniques with students.

Descriptions of some group processes that might be demonstrated during inservice training are given below. In all cases, it is advisable to have a director trained in use of the techniques conduct the sessions.

a Sensory stimulation. High-degree sensory stimulation is a characteristic of youth culture. Multimedia presentations of hi-fi records, tapes and TV at high volumes, films, slides, and psychedelic lights—perhaps simultaneously—may enable inservice trainees to understand the appeal of sensory inundation to youth, and increase their feelings of warmth to youth. Along these lines, another possibility is to engage participants in free-style dancing combined with bombardment of the senses of hearing and sight. Their stimulating, refreshing and relaxing effects on youth can be contrasted with feelings after a sedentary evening watching TV in a post-program discussion period.

b Peer group pressure. Much drug use is believed to result from peer pressure. A demonstration of peer pressure may be staged by having participants sit in a circle. The leader of the exercise asks that one of the participants—he should not specify or direct his request to any individual—volunteer to walk inside the circle formed by the seated participants. As this volunteer strolls around the inner circle, the leader asks if anyone cares to join him. He encourages the stroller to describe his feelings at being alone inside the circle. The "loner" will usually mention loneliness, discomfort, embarrassment. The leader continues to ask if anyone will join the stroller, help him out. As

participants eventually join the inner circle, the leader enlarges the number of strollers at the expense of the sitters, and elicits remarks from both strollers and sitters regarding their feelings, opinions about themselves and the other group, and related comments. It will be seen that, as additional sitters join the inner circle, they become stronger in expressing opposition to the outer group and more indifferent to its comments. It has been shown by experiments that the expressions and comments of both the inner and outer groups frequently correspond closely to the discourse of drug users (inner group) and nonusers (outer). The exercise continues until the leader stops it to review and analyze the participants' remarks. If it continues long enough, it will usually reach a point where the inner group reaches a size that acts as a magnet to draw heretofore uncommitted members of the outer circle into the new inner group. This is akin to peer group influence in schools where a sizable drug-using group will suddenly mushroom into one of substantially larger size.

While this exercise is highly recommended, it should be cautioned that, if the leader is not skilled and the group receptive, it may not be successful.

c "Breaking out." A number of investigators have suggested that the inability of youth to discontinue drug usage after initial experimentation is due to inability to break through a condition of confinement. This may be demonstrated by having a leader—preferably one with experience in this technique—ask a participant to stand in the center of the room surrounded by a number of the participants with arms interlocked. The person on the inside attempts to break out of the confining circle. The difficulty of doing so is clearly illustrated. If the person is successful, the relief and profound psychological reaction can be shown by having him describe his feelings.

This exercise, after demonstration with one person in the center, can be repeated with two or three, to

show that multiple participants reinforce each other and are not as apt to give up the struggle as one person operating alone.

d "Breaking in." A similar exercise can be conducted by having a partcipant attempt to break into a circle of people with arms interlocked. The purpose is to illustrate the frustration and unhappiness experienced by individuals refused access to a circle and the difference in their mental states when the barriers have been broken and access granted. Again, it is best if the leader has had group process training.

e Breaking down formalized structures. The stultifying effect of ritualized procedures followed over and over again can be demonstrated by seating arrangements at a workshop or conference. At the beginning, the participants are seated in the standard classroom pattern, in chairs facing a teacher who lectures from his desk, with blackboard behind. The same people are at his right, left, front, and back every day—the arrangement that students face, year after year throughout their school careers. After several days, the conference director rearranges the chairs and desks, has the speaker sometimes addressing from a lectern, at other times sitting or standing in the midst of the group. Periodically, audiovisual equipment is moved from one spot to another and projected to a screen similarly moved. Participants' chairs are moved or seats exchanged so that neighbors are varied. In some cases the site too is changed, the group moving from one room to another or outside. With transportation available, the change can be to a different community. Properly done, such demonstrations impress upon teachers the stimulation and vitalization that can attend change in or discard of ritualized procedures.

f Illustration of frustration. The frustration that can result from stereotyped teaching procedures may be demonstrated with the help of construction toys such as erector sets or creative blocks. Participants are seated at tables with such sets and permitted to create

interesting and intriguing constructions without direction or interference. While participants' interest in their creations is still at peak level, the leader suddenly orders the work disassembled. He then leads the participants, with ever-increasingly arbitrary directions, through the construction of useless, unaesthetic and unimpressive forms. As time passes, the orders for manipulations become increasingly restrictive and stupid: "Hold A with your left hand, thumb and index finger, and pick up B with the thumb and third finger, right hand," etc. At some point the protests will begin. At this time, the exercise is stopped and analysis takes place of how the frustration was built, for what reason, how it could have been relieved, why participants followed instructions they would have preferred to disregard. Among other things, this exercise will impress upon participants the advantages of lively, engaging, exciting teaching techniques.

More information on student frustration and its causes and consequences may be found in "Education and Ecstasy" by George B. Leonard, and "Coming of Age in America" by Edgar Friedenburg.

9 *Field trips*

Inservice training of more than 2 or 3 days' duration will usually include visits to local institutions for observation or participation. Useful field trips include:

a Halfway houses, if they will permit opportunities to talk with patients and staff; ex-addicts on staffs may be especially helpful.

b Juvenile detention centers, to observe circumstances of arrest and incarceration and to hold discussions with staff and defendants. Possibly, incarceration in a detention center or jail, for the experience of being locked in, or working for 1 day as an aide in a withdrawal hospital or treatment center for first-hand observation of drug effects.

c Courthouses, for discussions with judges, lawyers, prosecutors, probation officers, possibly defendants.

d Mental hospitals and drug treatment units, for discussions and observations.

e Young peoples' meeting places—folk churches, stores, be-ins, parks, youth centers.

f Turnstile houses for runaways and drop-in houses for young drug addicts.

g Rock music halls—psychedelic sound and light shows—radio stations with audience participation rock programs. The workshop director should guide participants to observe how adolescents react to sensory bombardment. Enjoyment of the stimulation and inundation of sound, sight, words, or lyrics, and of kinetic activity (dancing) can be contrasted with unstimulating activities of the classroom. Workshop participants might be urged to contrast their own feelings at the end of an evening at a rock dance with their feelings after a usual evening at home or in front of TV.

h Youth-audience movie houses.

i High school chemistry department or college of pharmacology, for practical observation and information about drugs.

j Research laboratories to observe drug experiments.

k Offices of social workers—observation and interviews.

l Where practical, visits to local schools for investigation of (1) bad school situations, and (2) good school programs.

Advantage should be taken of opportunities to observe the drug scene from several points of view. For example, a visit to a hospital may provide interviews with staff as they see the drug problem, as well as with patients. To assure productive interviews and to insure against failures, it is advisable for workshop directors or their assistants to check out field trips and interviews in advance.

10 *Drug education films*

Films about drugs may be shown at inservice workshops for (1) educational value to the viewers; (2) to substitute for speakers or to emphasize facts or precepts; (3) to

help the audience learn to evaluate films and use them effectively.

Film quality varies widely. Many films still in circulation have lost their potency through age. Hats, skirt lengths, automobiles, outmoded slang, nullify a message no matter how timeless. A film which is up-to-date visually may be marred by dated script and out-dated attitudes. Any educator who shows a film he has not previewed himself does so at great risk, regardless of who recommended it. Directors can illustrate this at workshops by showing ineffective drug films as examples of what not to do. They can illustrate the advisability of previewing films before representatives of the ultimate audience by tape-recording student reactions to a film and playing this back to workshop participants who have just seen the film and formed their own opinions. More often than not there will be great diversity.

Where no suitable film for a specific purpose is to be found, an alternative that can be demonstrated at a workshop is to show not entire films but segments. Another possibility is to stop a film at spots where meaningful discussion can take place, or where a film's weaknesses can be discussed.

11 *Reading materials*

If funds permit, providing a kit or binder of carefully selected reading material for participants to keep for reference and reminders is beneficial.

In some situations a kit of materials may be designed for special purpose or effect. For example, a kit loading participants with more material than can possibly be digested in the time allotted, or with poorly selected or irrelevant material, can be used to bring home to the participating teachers the reactions of students exposed to the same kind of inundation. The effect is compounded if homework assignments are stressed.

Except where special situations such as the above prevail, a file or book of selected material should provide information required as background for the subjects to be covered and should be both concise and as complete

as possible without duplicating the oral, taped or visual programs. The book can also offer important material which either cannot be covered in the workshop or, because of its technical, statistical or special nature, is best put in writing. Samples of useful literature for distribution to students may be included, with information as to source and cost.

Sometimes reading material is sent in advance as preparation for a conference. While this can be helpful, it is usually difficult enough to get such a kit ready by opening day, let alone ahead of it.

If a kit of materials is not given workshop participants, it is helpful to provide them with a program of the events scheduled, a listing of participants' names, and a bibliography of reference materials, such as the one given at the end to provide directors of orientation or inservice training with background information and ideas.

12 *Housekeeping*

A stimulating, instructive, satisfying conference or workshop is most likely to be achieved when the director has adequate financing, sufficient authority, and deputies to look after housekeeping details so that he can concentrate on the programing. Except for the smallest meetings, a secretary or assistant for physical arrangements is indispensable.

Selecting a meeting site is not difficult for interrupted programing, since usually all that is required is a comfortable and accessible place suited to the participants and program. A continuous program of a weekend or longer presents more problems. Ideally, it should be held at a facility that is not part of the participants' daily routine. A motel on the outskirts of town, accommodations at a mental hospital or youth treatment center, are the type of settings removed from daily living that are most conducive to concentrated and intensive learning.

When the site is selected, a director or his assistant might use the following checklist of services and arrangements likely to be required:

a Housing: Number of nights—singles and doubles—check-in and check-out times—prices—special requirements, if any.

b Meals: Hours—numbers for breakfasts, lunches, dinners—special dietary requirements—between-meal snacks—financial arrangements.

c Transportation: To meeting if required—from meeting if required—for field trips—parking—special transportation for speakers, consultants, program leaders, staff.

d Meeting rooms: Number required—sizes required—hours—permits (keys, arrangements with guards, passes)—utilities (lights, heat, air-conditioning)—furnishings (podium, desks, tables, chairs).

e Equipment other than audiovisual: Blackboards, easels, bulletin boards—photocopying machine—telephones and telephone numbers—special lighting—notepads, pencils—drinking water—name tags.

f Audiovisual equipment: Public address system, microphones—recorder and tapes—projectors and screens—TV, radio or phono—cameras—permits or clearances for use of material—backup audiovisual equipment.

g Printed material: Registration forms—programs—instruction sheets—reference books or kits.

h Program items: Films—reference books, dictionaries, phonograph records—material for demonstration or distribution.

i Miscellaneous services: Greeting participants—wake-up services—emergency arrangements—secretarial help—payments and check cashing.

j Publicity, photographs, press conferences—if determined advisable.

k Emergency arrangements: Delays—absences of speakers and program principals.

l Evaluation: Questionnaires—check sheets.

m Clean-up: Equipment removal—housecleaning—payments—thank-you letters.

n Followup: Arrangements for future meetings.

Miscellaneous suggestions made by directors of successful workshops and conferences include the following:

a Strive for informality. Study and learning flourish in a friendly, cordial atmosphere, tend to be stunted by rigidity. Conference directors are urged to encourage informal communication and friendly arrangements of seats, lecterns, tables and audiovisual and other equipment, and to rearrange the seating from time to time.

b Record programs amenable to taping or videotaping, such as speeches, panel discussions, proceedings of discussion groups, group activities. Some of these presentations, played back either immediately after a program or after intervening programs, may spark useful discussion. Some tapes may be useful for lending to participants either for review or for use at subsequent programs. They are also useful in cases of temporary absences from sessions due to emergencies. Recording and playback will be facilitated if a professional audiovisual consultant is on hand.

c Provide time for impromptu discussion. Information and insights can be gained from informal discussions following programs or during meal times or free periods, particularly if speakers and other workshop leaders attend.

d Secretarial assistance. Details to which secretarial help can attend include: finances, emergencies, arrangements for reproduction of transcripts, speeches and other material, checking on equipment, transportation arrangements.

e Credit for inservice training. If possible, increment credit should be given for inservice training, and released time arranged. At the very least, a certificate of attendance should be offered. Local circumstances will determine which of these are feasible. Post-conference letters to supervisors of inservice training participants will often help participants put to use what they have learned.

13 *Workshop programing in terms of workshop length*

While workshop programing must depend on time and budget available, directors should opt for the maximum in the knowledge that value obtained for the investment goes up appreciably with each day and each $100 added to the base.

A 1-day program is a minimum effort. It is better than no inservice training for teachers, but not as effective as longer programs because the subjects introduced must be limited and the time will be insufficient to change attitudes and skills significantly. Just as music can be heard on a small, AM radio, its sound is more enjoyable if FM is added and still further improved with stereo or a custom-designed high fidelity system.

Program contents are compared below in terms of program length, to indicate how much more can be presented and gained as the time span is increased.

WORKSHOP PROGRAMS OF VARYING LENGTHS

Suggested One-Day Program

Definitions of drug use, misuse and abuse
Psychosocial issues
Pharmacology
Interviews with students
Role of education

Suggested Weekend Program

Increase the depth in coverage of topics listed above and add:
Legal aspects
Discussions with former users
Review of audiovisual materials—perhaps two drug films and filmstrips, with subsequent discussion periods

Suggested Three-Day Program

Increase the depth in coverage of topics listed above and add:
Statistics
Goals of drug abuse education
Exercises in group processes
Religion and drugs
Discussions with students, on a one-to-one or other basis

Suggested Five-Day Program

Increase the depth in coverage of topics listed above and add:
Current research in drugs
Cultural influences and determinants in drug use
Field trips to treatment and rehabilitation centers
Exercises in communication—listening to pop music and especially its lyrics: reactions of students, then teachers, to a drug film
Analysis of existing drug education programs
Panel discussion presenting divergent points of view on basic issues and values involved in drug abuse. Panel could include young people, drug user, enforcement officer, and others, depending on views to be heard

Writing of guidelines for drug education for teachers—for students

Suggested Two-Week Program

A workshop of this length permits the most innovative and desirable program. The scope and depth of coverage of all topics listed above can be increased, and the following added:

History of drugs and drug problems

Relation of drug abuse to other problems

Additional field trips to community facilities

Assignments—a day as an aide in a treatment facility or youth center

Review of related materials—audiovisual, printed, press

Development of instructional materials—guidelines, pamphlets, audiovisuals. Review of them by teachers or students invited to workshop for this purpose

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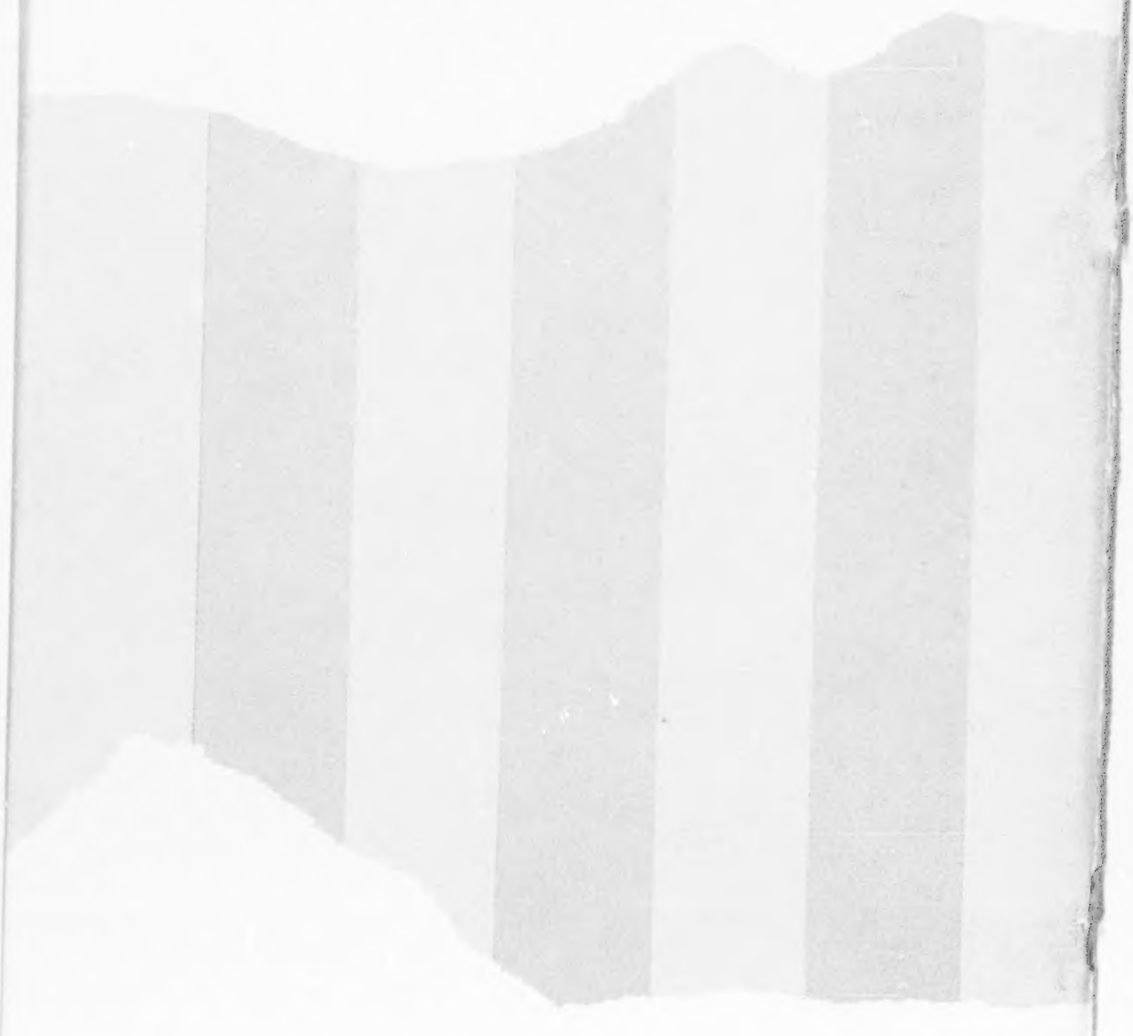

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